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| Name: |   |
| Date: | Time: 60 minutes | Venue/facility: | Risk assessment complete: |
| Session no.: |
| Group and age: U14-U18 | Coaches/personnel: | Equipment/resources: |
| Ability: | Others: | Participants’ needs: |
| Objective:  |
| Principles of Session Design | Example |
| Topic: (Be clear and concise) | Topic: Win the Ball Back – Disrupt the Carry  |
| **Warm-up** (10 minutes - off-pitch if possible before the session starts to maximise pitch-time) | **Warm up:** Bulldog* Group is organised into ‘bulldogs’ and runners (rough ratio is 1 bulldog to every 5 runners)
* Pitch is whatever useable space you can find for your numbers
* The runners aim to get from one end of the pitch to the other.
* The bulldogs aim to tag the runners. If a runner is tagged, they become a bulldog for the next round.
* Keep playing until only one runner is left, who is crowned as the winner.
* GKs have a choice to be bulldogs or runners
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| 1. **Relevant to the topic**
2. **Prepare the body and mind for activity**
3. **Enjoyable, productive, relevant to hockey**
4. **Involve goalkeepers**
5. **Allow to players to join in as they arrive with minimal disruption and explanation needed**
 | 1. **Relevant:** Especially in the early rounds, the bulldogs will need to find ways to slow down the runners in order to allow their team mates to come and support them and make the tag.
2. **Body and mind:** the players are physically active and making decisions
3. **Enjoyable, productive, relevant to hockey:** Players are using hockey-specific movements in a lightly competitive environment
4. **Involve GKs:** GKs have a defined role in the warm-up that develops relevant movement patterns
5. **Players can join:** Late players can be added to teams as they arrive
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| Activity/Session Content (including Progression) | Example:  |
| **Main session** (50-60 minutes) | **Main session**Topic: Win the Ball Back – Disrupt the Carry* 5+GK v 5+GK (plus subs if needed)
* Game played across a quarter pitch. Two normal goals with 10m Ds.
* One point per goal scored.
* If a goal is scored, coach feeds a new ball randomly onto the pitch
* If a team wins a PCA, they have a penalty shuffle on goal from 5m outside the D against the GK. Play rebounds.
* GK theme: Clear the ball (get the ball away from danger).
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| **Game:** 1. **Set a problem relevant to the topic**
2. **Create opportunities to solve the problem through game design (show, not tell)**
3. **Allow the players the opportunity to identify and solve the problem without your input**
4. **GK specific: make sure GKs are involved – use relevant themes from GK gameplay model**
 | **Game:**1. **Set the problem:** Can we keep the attackers head down and slow down the attack?
2. **Game design:** Long, narrow pitch encourages vertical passing to exploit space. Defenders will therefore need to delay the attacking team to allow their teammates to recover and support.
3. **Opportunity to identify and solve:** Players ‘have a go’ for the first set with minimal interjection from the coaches. Encourage discussion amongst the players to see if they recognise what is going wrong and what is going well. Introduce progressions or regressions as required.
4. **GK specific:** Long, narrow pitch encourages counter attacks to exploit space. This gives the GKs opportunity to focus on the quality of their saves, specifically not rebounding back into the D if their defenders haven’t recovered in time.
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| **Intervention:** 1. **Regression: make the game less match-like by changing variables (player numbers, pitch size, scoring system, etc) to increase focus on the problem and help guide the players to solve it**

**OR**1. **Progression: if the players are solving the problem competently and consistently already, change variables to make the game more match-like (ie increase difficulty)**
 | **Intervention:**1. **Regression:** Reduce the size of the pitch
2. OR
3. **Progression:** ‘Card’ players so that the rest of the team has to react to variable numbers.
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| **Game:** 1. **Guide discussion towards identifying the problem/problems**
2. **Allow the players to tackle the problems again**
3. **Highlight individual development**
 | **Game:** 1. **Guide discussion**: What conditions have changed? What has this change encouraged you to do? How has this helped you to solve the problem?
2. **Allow the players to tackle the problem again:** Players can have another go (with or without regression or progression, depending on need)
3. **Highlight individual development**: Praise those who show the most improvement across the session (this does not always equate to the player who is ‘the best’ hockey player in the squad)
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**Coaching Session Evaluation**

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| Describe how you feel you met the objectives of the session and if there is anything that you would change: |  |
| Describe how you feel you managed to incorporate the elements of the Golden Thread into your session. Describe how you would adapt future sessions to include or enhance any of the elements. |
| Fun: | Lots of touches of the ball: | Constant decision making: | Looks like the game: | Stretch: |
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| Feedback from Others |
| Did you receive feedback from others?What was the method of feedback and who from? |  |
| Self-evaluation  |
| What were your areas of strength? |  |
| Priorities for own personal development/action plan: | Development: | Action plan: |